

2025 Annual Report to the School Community

School Name: Thomastown East Primary School (4827)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 01 April 2026 at 12:05 PM by Jeremy Blaney (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 01 April 2026 at 12:06 PM by Jeremy Blaney (Principal)

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

- School Profile
 - student enrolment information
 - the school's 'Student Family Occupation and Education' category
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'. 'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.” - Aristotle

As we embark on our whole school journey of personal and professional growth, we highlight the areas of practice, focus, and consistency. These three elements form the bedrock of our success in every area.

This is visible by:

Focus - Laser-like Precision:

By honing our ability to concentrate on the task at hand, we become more efficient and effective in our pursuits. We major in majors and not in minors.

Practice - The Road to Mastery:

From learning a new skill to honing an existing one, practice is the key to unlocking our full potential.

Consistency - The Power of Persistence:

Lastly, consistency is the glue that binds practice and focus together.

These three pillars not only elevate our capabilities but also pave the way for a future filled with accomplishment and growth.

Thomastown East Primary School is located at 82 Cedar Street Thomastown in the northern suburbs of Melbourne within a residential area close to extensive industrial and retail sites. The main boundaries that impact on enrolments are Dalton Road, High Street and the Western Ring Road.

The current enrolment is approximately 333 students who represent numerous ethnic backgrounds. 69% of students are EAL funded.

We currently have a staff of 20.0 teachers including the Principal, Leading Teacher, a Learning Specialist, Wellbeing Officer and eleven Educational Support Staff who provide support in administration and within classrooms. An Out of School Hours Care program operates before and after school throughout the school year.

Our student group changes over the period of the school year because the school is located within a high rental zone. Therefore, there is a “high mobility factor” which has a significant effect upon educational and attendance data. We focus heavily on programs such as Oral Language, Mathematics and Literacy to ensure that all our students have a concrete basis for present and future learning.

We are committed to our school-based literacy and numeracy programs to ensure that our students have the best opportunities to develop..

Thomastown East Primary School has an unflagging commitment to elite literacy and numeracy programs. These Programs are now firmly in place and are most importantly, subject to continual quality improvement. These programs ensure our students learn in an academically rigorous environment where essential numeracy and literacy skills are at the core of our curriculum. “The Writing Model” and “The Michael Ymer” philosophies are modified to suit our clientele and are the

key drivers of the accomplished teaching and learning that occurs at Thomastown East Primary School.

Our school community categorically believes that high quality education is uncompromisingly dependent upon a healthy partnership between parents, students and teachers. School Council and staff know without a doubt, that every student has the ability to learn and that learning best occurs in a secure, supportive and positive working environment. Parents, teachers and students work in tandem to ensure students reach their full potential.

We aim to develop the values of empathy, respect and inclusion across our school community.

Thomastown East Primary School is committed to:

Knowing that every student has the ability to learn and that this best occurs in a secure, supportive and positive working environment.

Knowing that high self-esteem and student / teacher cooperation and rapport are unequivocal precursors to learning.

- Each and every student reaching their full potential by continually ensuring high standards of teaching and learning.
- Sound communication practices amongst all stakeholders (parents, students and staff).
- Providing students with a curriculum that is challenging & stimulating with Literacy and Numeracy as the nucleus.
- Knowing that highly curious, literate and numerate students will become life-long learners.

The overall belief that all children 'can learn and should learn', regardless of their historical background, family life or any other factor is deeply engrained at Thomastown East Primary School.

Every child is expected to try their best, act in accordance with school expectations and aim for the stars.

All children are given a scaffolded approach to learning that starts at their current position and aims to improve every lesson of every day, week after week, months after month and year after year.

By focusing on the core business of reading, writing, grammar, punctuation and mathematics, our children are prepared for future learning and life. This approach is for all children, whether equity funded or not.

To reiterate: Thomastown East Primary School has committed itself long term to furnishing our students with the best opportunities for effective learning. Staff and parents work collectively toward the goal of continual growth regarding student learning outcomes

Progress towards strategic goals, student outcomes and student engagement

Learning

Based on data sets from NAPLAN and school-based assessments, the children are excelling academically across the school. 2025 Data sets were achieved with 'significant improvement' for the Naplan based outcome results.

Reading

88% % of students with **At or Above expected growth** in Teacher Judgement (Years 1-6)

92 % of students in **Strong or Exceeding** NAPLAN (Year 5)

88 % of students in **Strong or Exceeding** NAPLAN (Year 3)

0% of students in **Needs Additional Support** NAPLAN Reading (Year 3)

Numeracy

77 % of students in **Strong or Exceeding** NAPLAN (Year 3)

85 % of students **in Strong or Exceeding** NAPLAN (Year 5)

86% of students with **At or Above expected** growth in Teacher Judgement (Years 1-6)

Writing

98% of students in **Strong or Exceeding** NAPLAN Writing (Year 3)

90% of students in **Strong or Exceeding** NAPLAN Writing (Year 5)

Measured growth is high and bookwork is of a pleasing standard. Having aspirational goals and processes that are understood by staff, students and the community ensures we excel.

Consistent use of high impact teaching strategies (HITS) is implemented across the school and three external consultants (Writing/Reading/Mathematics) are used to upskill staff and ensure we have a critical eye on continual improvement. The philosophy that 'improving teacher capacity will improve student outcomes' is evident throughout the school and its professional development schedule.

Whole school, level and individual assessment is undertaken and analysed to direct teaching and learning for each cohort, grade and individuals. This data forms the basis for future planning and uses a Plan-Do-Study-Act methodology to ensure gaps in learning are not missed or left behind. Education Support staff and other internal coaches work with students and staff to ensure ongoing growth. Bookwork has noted feedback in it from the teacher highlighting achievement and future learnings. This forms the basis for students to become aware and proactive in their future learning.

Wellbeing

Thomastown East Primary School embraces the Victorian Department of Education's philosophy that student wellbeing is fundamental to successful learning. The school recognises that when students feel safe, supported and valued, they are better able to engage in academic learning and develop essential social and emotional skills.

To strengthen this commitment, the school employed a full-time Wellbeing Leader in 2025. The role was designed with minimal classroom responsibilities to ensure consistent availability to support students experiencing difficulties with emotional regulation or wellbeing concerns.

Student wellbeing is supported through a range of targeted initiatives. In 2025, the school coordinated the employment of a speech therapist who provided assessments and ongoing support for identified students. Lunchtime social skills groups were also facilitated to support communication and peer relationships. Additionally, staff and students ran lunchtime interest clubs to foster connection, engagement and a sense of belonging.

The Wellbeing Leader worked closely with external allied health professionals and medical practitioners to obtain assessments that inform evidence-based classroom adjustments. These recommendations frequently contributed to Disability Inclusion Profile applications, all of which resulted in successful Tier 3 funding allocations. Collaboration also occurred with the Department's Health and Wellbeing Key Support Contact and the Visiting Teacher Service to ensure that Occupational Health and Safety requirements and student support plans remained current. This included overseeing Individual Education Plans (IEPs) and coordinating Student Support Group (SSG) meetings.

Further wellbeing supports included participation in the School Nursing Program and the Smile Squad Dental Program, with assistance provided to families to complete consent forms and access services, including the use of interpreters where required. Additional family support was accessed through partnerships with community organisations. Personal care support was also provided to students when needed.

In addition, the school also addressed students' basic needs through practical initiatives such as a Breakfast Club, access to sandwiches at lunchtime, and fresh fruit for all students.

Feedback from student, staff and parent opinion surveys indicates that students feel supported socially and emotionally, and that the school is effectively meeting their wellbeing needs.

Wellbeing

90 % of positive endorsement in **Emotional awareness and regulation** (Years 4-6)

99 % of positive endorsement in **Managing bullying** (Years 4-6)

98 % of positive endorsement in **School connectedness** (Years 4-6)

98 % of positive endorsement in **Stimulated learning** (Years 4-6)

97% of positive endorsement in **Student voice and agency** (Years 4-6)

Engagement

The Attitudes to School survey for 2025 was undertaken by 129 students. On average 98% of students have a sense of connectiveness to Thomastown East Primary School and this has been the norm for the past 5 years plus. 98% of students indicate that they have a sense of inclusions at school and 100% of students indicated they knew who to ask for help at the school. 94% of students indicated that they have positive peer relationships at school and are comfortable interacting with others. This indicates strong bonds between teachers, students and the school. 98% of students had an advocate at school and 99% were happy with how bullying was handled at the school. 96% of students indicated that there was a respect for diversity

Thomastown East Primary School has ongoing concerns with a small number of students who have extremely high absenteeism. Most of these students miss school due to family concerns, separation anxiety, or the parents refusing to bring the students to school. The school makes regular phone calls and contact with these families, but at this stage has been unable to break the absenteeism cycle. We will continue going forward to work with these parents to minimise absenteeism and have the children attend and get the best education possible.

Students who leave TEPS always return to update staff on their achievements and stay in contact with the school for many years after leaving. Feeling welcome, supported, and accepted is the reason Thomastown East Primary School is so successful with student wellbeing outcomes.

Other highlights from the school year

Writers' Festival

Each year the school runs a Writers' & Arts Festival where each child in the school undertakes a personal piece of writing based on a whole school theme. The writing is curated over a term with powerful words, vocabulary and writing strategies used to draw in the audience and keep their attention from start to finish. The Prep students write approximately four sentences, which takes the reader through an introduction, conflict and resolution journey. Heading and codas are also used. The writing increases in complexity up to Grade 6 and the strategies used become more refined and powerful. Students also produce a piece of artwork for the festival that accompanies their writing. The artworks becomes more sophisticated at each year level. Artworks range from clay, charcoal self-portraits, 3D collages and painting to incorporates the use of different mediums and art elements.

Camp

Students in grade 5/6 head off on a three-day Camp each year, that is subsidised by the school. The students attended Forest Edge Camp in Neerim East. The children have been recognised as being well behaved and have represented Thomastown East Primary School with distinction.

Financial performance

Thomastown East Primary School had a total operating expenditure of \$3.9 million dollars for 2025.

Of this \$3.9 million budget, a total of \$3 million was spent on wages (\$116k per fortnight) leaving \$900k remaining for spending on utilities, programs and resources for teaching and learning. Utilities for 2025 cost \$36,000 which consists of electricity, Gas, water and garbage and a further \$165,000 was spent on sanitation, security & fire prevention, building works and ground works.

\$200,000 was transferred from Credit to Cash in 2025, to use for additional programs and to contribute to the toilet refurbishment program.

Approximately \$221K was locally raised income that was a mixture of Outside School Hours Care fees, camp, excursions, uniforms, and other small projects. Of the \$221k revenue, OSHC had a turnover of \$153,000 due to increased numbers of attendees at the OSHC program and an increase in payments by parents. Revenue is merely **raised revenue** and does not consider the **costs** of uniforms being purchased, buses, camps and wages to run OSCH and associated costs etc.

Non-current assets (purchased by school) of \$609,123 were presented at the final School Council for 2025.

The school finished the year with \$223,000 in the bank which leaves the school in a healthy financial state, in case of emergencies or a drop in numbers in 2026.

Money saved in 2025 will be used on additional staff for 2026, to ensure the appropriate money is spent on the current students and their educational opportunities.

**For more detailed information regarding our school please visit our website at
<https://thomastown-east-ps.vic.edu.au/>**

PERFORMANCE SUMMARY

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 333 students were enrolled at this school in 2025, 143 female and 190 male. 68% had English as an additional language and NDA were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low - Medium**.

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	88.0%	
	Similar schools	84.1%	
	State	82.0%	

School Staff Survey

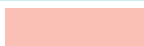
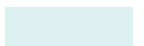
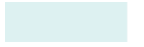
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	91.2%	
	Similar schools	76.0%	
	State	77.4%	

LEARNING

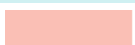
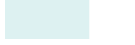
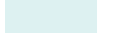
Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

2025			
English Prep - 6 % of students at or above age expected standards	School	92.0%	
	Similar schools	82.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	85.3%	
	Similar schools	79.6%	
	State	84.2%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	83.3%		88.6%
	Similar schools	61.8%		62.5%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	87.5%		81.7%
	Similar schools	67.9%		68.0%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	76.6%		81.7%
	Similar schools	56.0%		56.1%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	81.6%		77.9%
	Similar schools	61.0%		60.5%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	84.4%	
	Similar schools	74.1%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	83.9%	
	Similar schools	75.6%	
	State	74.0%	

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	97.9%		95.6%
	Similar schools	79.9%		79.2%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	98.9%		93.8%
	Similar schools	78.8%		77.3%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	18.8	21.2
	Similar schools	24.5	24.4
	State	21.5	21.7

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	92.1%	
Year 1	School	91.4%	
Year 2	School	91.0%	
Year 3	School	90.7%	
Year 4	School	90.7%	
Year 5	School	88.5%	
Year 6	School	89.5%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$3,507,821
Government Provided DET Grants	\$638,240
Government Grants Commonwealth	\$8,596
Government Grants State	\$0
Revenue Other	\$8,437
Locally Raised Funds	\$252,957
Capital Grants	\$0
Total Operating Revenue	\$4,416,051

Equity	Actual
Equity (Social Disadvantage)	\$57,671
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$57,671

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$3,540,619
Adjustments	\$0
Books & Publications	\$3,849
Camps/Excursions/Activities	\$40,489
Communication Costs	\$2,712
Consumables	\$89,574
Miscellaneous Expenses ²	\$75,171
Agency Staff	\$201,582
Professional Development	\$1,959
Equipment/Maintenance/Hire	\$31,916
Property Services	\$95,448
Salaries & Allowances ³	\$23,541
Support Services	\$146,218

Expenditure	Actual
Trading & Fundraising	\$119,369
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$41,576
Total Operating Expenditure	\$4,414,021
Net Operating Surplus/-Deficit	\$2,030
Asset Acquisitions	\$32,008

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$181,700
Official Account	\$21,634
Other Accounts	\$0
Total Funds Available	\$203,335

Financial Commitments	Actual
Operating Reserve	\$145,567
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$50,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$72,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$297,567

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.